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AUTHOR Olson, Gerald T.
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ABSTRACT

The Career Guidance I.Q. (Indicator of Quality) Test was developed as an aid in assessing career guidance programs' processes and outcomes as they relate to educational excellence. Eight distinct goals (three programmatic, five student outcome), developed from a survey of current career guidance literature, form the basis of the 35-item instrument. An effective program has the following characteristics: (1) facilitates the involvement of teachers, guidance technicians, career counselors, students and parents; (2) increases students' knowledge of socioeconomics, labor market trends, and employability skills, and enables them to view career development as a life process; (3) prepares students to cope with changes in society and occupations; (4) prepares students for leisure time activities; (5) assists them with a satisfactory work adjustment; (6) establishes community partnerships with business, industry, postsecondary schools, and other organizations; (7) provides relevant occupational, educational, and financial aids information, and training opportunities; and (8) avoids the effects of bias, sexism, racism, and stereotyping. The instrument facilitates self-assessment of these eight characteristics as to degree of effectiveness: high, medium, or low. (The Career Guidance I.Q. Test is included in Appendix A, and a comparative summary table indicating the source for each of the test items is included in Appendix B.) (NRB)

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ASSESSING CAREER GUIDANCE'S I.Q.*

Gerald T. Olson
Office of Education
Los Angeles County
Downey, CA

U.S. DEPARTMENT OF EDUCATION
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Assessing Career Guidance's I.Q.*

Gerald T. Olson

Right livelihood is more than a Buddhist ideal; it is an essential element of positive mental health.
(M. Ferguson)

The California State Superintendent of Public Instruction, Bill Honig, has identified several quality indicators as criteria for measuring the amount of movement public schools make toward restoring excellence. Briefly, his criteria are: "...increased enrollments in selected advanced courses such as calculus, chemistry, physics, and foreign language; improved performance on tests including California Assessment Program (CAP), Scholastic Aptitude Test (SAT) and advanced placement tests; increased writing; increased homework; decreased dropout rates; improved attendance." (Ref. #5) There is no quarrel with these criteria as far as they go. They just do not go far enough and, what's more, there do not seem to be any plans in Sacramento to expand on them.

As a consequence it was felt that other quality indicators should be identified, publicized and assessed. Thus the Career Guidance I.Q. Test was developed (Appendix A). It is the product of the author's quest to identify what career guidance has to offer in the search for excellence. If your career guidance I.Q. is high, then your program can be judged to be exemplary and fully supportive of the campaign to improve, more comprehensively, the quality of California's schools.

The Career Guidance I.Q. Test assesses your career guidance program's processes and outcomes; eight distinct goals, gleaned from current literature on the subject (see references), are used for that purpose. It asks, how effectively is your career guidance program doing in terms of involving others, establishing partnerships, and presenting information in a way that students consider relevant? It asks if the program helps students to increase their knowledge, to cope with change, to prepare for leisure time activities, to seek work satisfaction and to avoid some pervasive pitfalls. If career guidance professionals can say, unequivocally, that the career guidance program attains, and/or helps students to attain all eight goals, to a high degree, then they can be assured that the program has a high I.Q.; that is to say, it is a distinguished indicator of quality in a school curriculum that is, hopefully, comprehensive.

INVOLVEMENT

Effective career guidance programs involve teachers, career guidance technicians, grade-level coordinators and counselors, students and their parents. Everyone directly involved should be made a party to planning the program and to carrying it out. The guidance plan needs constant renewal as careering is a dynamic life process; because the persons involved in their assigned roles are not isolated individuals but are, instead interrelated, interconnected and interpenetrating. "In order to broaden the support base, the person(s) in authority must make (it) clear, to all school personnel, that career guidance is everyone's responsibility." (Ref. #1.) It is everyone's responsibility, yes, but it is also every individual person's responsibility. Remember, "...To make your consciousness of career

*I.Q. is an abbreviation for, indicator of quality.

more comprehensive, both in your own careers and in the careers of those you help. be fully personal to yourself and others!" (Ref. 10, p. 26.)

KNOWLEDGE

Persons who avail themselves of career guidance need knowledge. They need to understand socioeconomics and labor market trends. A mastery of employability skills is essential. How work, family, leisure and community life is of a whole calls for understanding. Self-knowledge is important. Decisions need to be made in light of the alternatives, probable consequences, and a change-up in perspective in light of the fact that often what one thinks-feels being is an essential part of becoming. Most of all homo sapiens need to know that career development is a life process. It is of the essence because career guidance is experiencing a paradigm shift away from a reductionistic scientific model to a process-in-universe scientific model of which more later.

CHANGE

Another outcome of quality career guidance is a recognition of the dynamics of changes which are taking place all around us. One needs to become conscious concerning the shifts taking place in society, occupations and the notion of work in a work oriented culture. Partnerships with organizations beyond the school are desirable because that is where most persons find advanced training and education, an occupation, professional practice and the like. The greater post industrial society has a stake in the persons being prepared to take a place in it. Both the school and society may find these relationships mutually beneficial.

RELEVANCE

Persons, to find occupational, educational and financial aids information relevant must have a high degree of need for that information. They must have an important value that requires fulfillment. For instance a person who desires wealth and leisure might prepare to be a commercial airplane pilot. On the average, pilots earn $75,000.00 a year. Captains of major airlines on international routes are paid $120,000.00 annually. Generally, they work every other day or less, and thus can enjoy the largess of the occupation demanding as it might be in terms of responsibility for expensive equipment and human lives. Another means of persons finding training opportunities relevant is if they find the occupation interesting, that is to say, if they like it. There are, of course, many reasons why information and opportunities might be relevant to individuals; one thing we can be assured of, however, they will be fully personal. (Ref. 8)

LEISURE

Preparing persons for leisure is a part of preparing people for work. As has become evident, we benefit greatly from diversions. Rest and relaxation techniques are being taught. Meditation, yogi, sailing and skiing, are all very popular recreational activities but they must be learned, taught, and affordable. It seems superfluous to teach a person to fly an airplane without a lot of money coming in. Probably what is needed most is to convince people that it is OK to play whether it is baseball and football or horseshoes and mumble-the-peg, or any of thousands of activities to fill one's leisure time. Career guidance programs will be considered exemplary if they include a segment which prepares persons for leisure time activities.

WORK ADJUSTMENT

The purpose of career guidance, given the "log jam" we are experiencing in the evolution of our career theory, (Ref. 10, p. 5) is to assist persons to have a satisfactory work adjustment. The perennial topics (logs) at the choke point in the stream of LIFECAREER are "...self-concept, personality and occupation, and organization and occupation." (Ref. 10, Fig. 1.) The career "counseling" process, according to Dawis and Lofquist, if its objectives are attained, will culminate in work adjustment. (See Ref. 2, pp. 9-10.) Career counseling process "objectives" are:

1. Establish relationships
2. Obtain background data
3. Obtain psychometric data
4. Interpret vocational career assessment data
5. Describe work personality
6. Relate work personality to work environments
7. Facilitate career/occupation/job choice process
8. Facilitate career/occupation/job decision making
9. Follow-up on obtaining a job or educational progress
10. Follow-up after several months of employment
11. Follow-up in the long term

(Ref. 2, pp. 102-103)

This log jam can be broken, too, by persons being truly informed with the notion that career development is a life process. (See: Appendix A, Item 2.7)

PITFALLS

Goal number eight on the Career Guidance I.Q. Test pertains to avoiding difficulties. The program should be free of the pervasive "isms" relating to sex, race, and creed; for example, antisemiticism. It should avoid the stereotypical sins of sexism and the blight of bias.

To avoid these pitfalls is to be free to help all persons seeking to find his or her career development road map. (Ref. 7)

CHANGE OF MIND

The second item on the Career Guidance I.Q. Test asked if your program increased students'/clients' knowledge of 2.7 career development as a life process. This item may seem out of place, in a way, because you may not know how to do it. The way that item 2.7 differs is that it requires a change of mind rather than increased knowledge.

WHAT TO DO

According to Tiedeman and Miller-Tiedeman (Ref. 10, pp. 22-23) there are three important steps to take before one can open the door to accepting career development as a life process. They are:

1. Change your perspective (mind).
2. Change your perception of what is comprehensive, and
3. Change your perception of the universe itself.

The perspective that is needed in step 1 is that we and universe are integral, not separate. In order to move into higher stages of career development this change of mind must take place. (Ref. 7, p. 10.)

When you take step 2, you change your perception of what is comprehensive; you come to known that universe is what you think it is. Intuition speaks to you; your perspective is broadened. Your mind is enlightened. You have the potential and, if you are not being comprehensive with it, you will probably think, "I can't do that," which, in turn, will become a self-fulfilling prophecy. By being afraid to ascend, you can lock yourself up-down-out-in; you can make yourself a prisoner in a citadel of limited perspective. (Ref. 7)

Step 3 is especially crucial for those of us who have been steeped in the culture of the West because we have been strongly influenced by Newtonian and Cartesian thought. These reductionistic scientic theories have had an aversive effect on human potential here in the westernmost regions of the West. As a result Westerners are not all they could be. Newtonian physics has given way to a process model of physical action in the universe during this century. However, this paradigm shift is not well known among practitioners of career guidance. Physicists, on the one hand, know universe process and act differently about the universe than their predecessors did at the turn of the century. On the other hand, psychologists mostly know universe process only intuitively and for the most part have been acting antithetically toward it. We who are involved in career guidance in the schools need to change away from a reductionistic scientific model and toward a process-in-universe scientific model.

This requires a "mindquake." (Ref. 9.) That is to say, we must radically change our perceptions because the Newtonian-determined model of universe action, alone, is not enough to empower persons to continue to advance their work in universe. Each of us needs to shift in our own scientific paradigm. And such a shift in science paradigm will "mindquake" any one's present perceptual foundation of universe. (Refs. 9 and 10.)

WHY TO DO

Physics presently offers us the best source of codified experience for a change in the way we conceptualize universe. There are several principles of quantum mechanics which tell us why career development is a life process, they are listed below:

- The uncertainty principle -- the more you know of one thing the less you know of another;
- We find what we look for -- we cannot free our observations from our minds;
- The complimentary principle -- change one thing in a system and all changes;
- The whole is more than the sum of its parts -- you can reconstruct parts from their wholes but not the reverse;
- Non-local connections -- changing something in a system not only has complimentarity, the effect resonates through universe as well.
- Bootstrapping -- it takes both parts and wholes to get an adequate grasp on our experience; and
- Relativity -- space and time are not independent; they are of a whole. (Mindquaking extrapolations, with direct application to career guidance are found in reference #9.)

Help make school, career and vocational counseling and guidance have (be) a higher I.Q. (indicator of quality) by making human career consciousness more comprehensive. Make your consciousness of career more comprehensive both in your own careers and in the careers of those you help. Remember, "... career is an ever changing and moving formation in the kaleidoscope of life throughout universe." (Ref. #10.)

Summary

"Quality indicators," of the State Superintendent of Public Instruction, Bill Honig, were identified but are not seen as an adequate measure of what education is all about in California. To contribute to a more comprehensive approach to quality education a career guidance I.Q. "test" was developed to assess career guidance as an indicator of quality in a holistic system of schooling (Appendix A). Eight distinct goals were identified. Three are programmatic and five are student outcomes. The "test" focuses, for the most part, on the how to of a complete career guidance program. The items are expanded and developed parsimoniously in the body of the paper. One item, under "increasing knowledge" namely knowledge of career development as a life process goes beyond how to. It is the key item because it has within its comprehension answers to what to? and why to? Appendix A is the Career Guidance I.Q. Test and Appendix B is a comparative summary table indicating from whence the items for the Career Guidance I.Q. Test came.

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Career Guidance
I.Q.* Test

How effective is your career guidance program in doing the following? (Circle one for each category High, Medium or Low.)

		Degree		
1.	Systematically involving in a personal way:			
1.1	Teachers?	H	M	L
1.2	Career Guidance Technicians?	H	M	L
1.3	Career Counselors?	H	M	L
1.4	Students?	H	M	L
1.5	Parents?	H	M	L
1.6	Others? (name) _____	H	M	L
2.	Increasing student's/client's knowledge of:			
2.1	Socioeconomics?	H	M	L
2.2	Labor market trends?	H	M	L
2.3	Employability skills?	H	M	L
2.4	How work, family, leisure and community roles are integral?	H	M	L
2.5	Self	H	M	L
2.6	Decision-making	H	M	L
2.7	Career development as a life process	H	M	L
2.8	Others (name) _____	H	M	L
3.	Preparing students/clients to cope with changes in:			
3.1	Society?	H	M	L
3.2	Occupations?	H	M	L
3.3	Others? (name) _____	H	M	L

***Indicator of Quality**

4. Establishing community partnership with:

4.1	Business?	H	M	L
4.2	Industry?	H	M	L
4.3	Postsecondary schools?	H	M	L
4.4	Unions?	H	M	L
4.5	Government?	H	M	L
4.6	Service providers?	H	M	L
4.7	Others? (name)_____	H	M	L

5. Making the following relevant to students/clients:

5.1	Occupational information?	H	M	L
5.2	Educational information?	H	M	L
5.3	Training opportunities?	H	M	L
5.4	Financial aids information?	H	M	L
5.5	Others? (name)_____	H	M	L

6. Preparing students/clients for:

6.1	Leisure time activities? (to include volunteer efforts)	H	M	L

7. Assisting students/clients in:

7.1	Having a satisfactory work adjustment?	H	M	L

8. Avoiding the effects of:

8.1	Bias?	H	M	L
8.2	Racism?	H	M	L
8.3	Sexism?	H	M	L
8.4	Stereotyping?	H	M	L

Scoring: Count each High as 5; Medium as 3; and Low as 1. Add them and obtain your career guidance I.Q. by referring to the scale below.

Career Guidance I.Q. Score

35. . . . . .70. . . . . .105. . . . . .140. 175
Low Medium High

COMPARATIVE SUMMARY TABLE*

		A.S.C.A.[1].	Dawis & Loftquist	Hobson A.C.S.A.[2].	Honig	Hoyt**	Tiedeman and Miller-Tiedeman***
1. Involving Others	✓	X			X	X	X
2. Increasing Knowledge	°	X	X	X	X	X	X
3. Coping with Change	°	X			X	X	X
4. Establishing Partnerships	✓	X				X	X
5. Making Information Relevant	✓		X			X	X
6. Preparing for Leisure	°	X				X	X
7. Satisfying Work Placement & Adjustment	°		X			X	X
8. Avoiding Pitfalls	°	X				X	X

*Based on reference material.
**Reductionistic scientific model
***Process in universe (lifecareer) scientific model

✓=organizational goals
°=student/client outcomes (power is in the person)
X=goal covered in the work cited above.

1. A.S.C.A. (American School Counselor Association)
2. A.C.S.A. (Association of California School Administrators)